

FIRE INSTRUCTOR II/III



PRACTICAL SKILL SHEETS

INDIANA HOMELAND SECURITY
TRAINING INSTITUTE

INDIANA HOMELAND SECURITY TRAINING INSTITUTE

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Correlation Sheets for NFPA 1041, 2002 Edition

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NFPA OBJECTIVE	TEST QUESTION #	SKILL SHEET #
5.1 General. For certification at Level II, the Fire Instructor I shall meet the job performance requirements defined in Sections <u>5.2</u> through <u>5.5</u> of this standard		
5.2 Program Management.		
5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, and records and reports.	1, 3, 4, 7	
5.2.2 Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 33, 51	1
(A) Requisite Knowledge. Departmental policy, scheduling processes, supervision techniques, and resource management.	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 33, 51	1
(B) Requisite Skills. None required		
5.2.3 Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented	5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 57	2

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(A) Requisite Knowledge. Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.	5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 57	2
(B) Requisite Skills. Resource analysis and forms completion.	12, 13, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 57	2
5.2.4 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.	15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 57	3
(A) Requisite Knowledge. Agency policies, purchasing procedures, budget management.	15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 57	3
(B) Requisite Skills. Forms completion.	15, 17, 18, 19, 20, 27, 28, 29, 30, 31, 32, 57	3
5.2.5 Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.	7, 16, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47	4
(A) Requisite Knowledge. Record keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, databases used for record keeping.	7, 16, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47	4

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(B) Requisite Skills. Record auditing procedures.	16, 34, 35, 37, 39, 46, 47	4
5.2.6 Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.	36, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 217	5
(A) Requisite Knowledge. Personnel evaluation methods, supervision techniques, department policy, effective instructional methods and techniques.	36, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 217	5
(B) Requisite Skills. Coaching, observation techniques, completion of evaluation forms.	48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 217	5
5.3 Instructional Development.		
5.3.1 Definition of Duty. The development of instructional materials for specific topics.	66, 137, 154, 162	

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<p>5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p>	<p>56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 140, 146, 150, 151, 152, 154, 162, 214, 234</p>	<p>12</p>
<p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>	<p>56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 140, 146, 150, 151, 152, 154, 162, 214, 234</p>	<p>12</p>

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<p>(B) Requisite Skills. Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.</p>	<p>56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 135, 136, 137, 140, 146, 150, 151, 152, 154, 162, 214, 234</p>	<p>12</p>
<p>5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p>	<p>59, 60, 62, 63, 65, 67, 68, 69, 70, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 99, 100, 101, 102, 103, 104, 105, 106, 107, 112, 114, 115, 116, 118, 120, 121, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 144, 153, 154, 162, 213, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 234</p>	<p>13</p>

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<p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>	<p>59, 60, 62, 63, 65, 67, 68, 69, 70, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 99, 100, 101, 102, 103, 104, 105, 106, 107, 112, 114, 115, 116, 118, 120, 121, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 144, 153, 154, 162, 213, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 234</p>	<p>13</p>
<p>(B) Requisite Skills. Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.</p>	<p>59, 60, 62, 63, 65, 67, 68, 69, 70, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 99, 100, 101, 102, 103, 104, 105, 106, 107, 112, 114, 115, 116, 118, 120, 121, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 135, 136, 137, 138, 139, 144, 153, 154, 162, 213, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 234</p>	<p>13</p>
<p>5.4 Instructional Delivery.</p>		
<p>5.4.1 Definition of Duty. Conducting classes using a lesson plan</p>	<p>130, 154, 159, 160, 161, 162</p>	

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5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.	92, 93, 94, 99, 100, 101, 102, 108, 109, 110, 111, 131, 132, 133, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 215	20
(A) Requisite Knowledge. Use and limitations of teaching methods and techniques.	99, 100, 101, 102, 108, 109, 110, 111, 131, 132, 133, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 215	20
(B) Requisite Skills. Transition between different teaching methods, conference, and discussion leadership.	99, 100, 101, 102, 108, 109, 110, 111, 131, 132, 133, 140, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 215	20
5.4.3 Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.	36, 39, 51, 122, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	21
(A) Requisite Knowledge. Safety rules, regulations and practices, the incident command system used by the agency, and leadership techniques.	36, 39, 51, 122, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	21

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(B) Requisite Skills. Implementation of an incident management system used by the agency	39, 51, 122, 163, 164, 174, 180, 182, 183, 190	21
5.5 Evaluation and Testing.		
5.5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.	208, 209	
5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group	191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 218, 219, 220, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 234	22
(A) Requisite Knowledge. Evaluation methods, development of forms, effective instructional methods, and techniques	191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 218, 219, 220, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 234	22

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(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.	191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 218, 219, 220, 222, 223, 224, 225, 226, 227, 228, 229, 231, 232, 234	22
5.5.3 Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.	208, 210, 212, 213, 214, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 234	23
(A) Requisite Knowledge. Evaluation methods, test validity.	208, 210, 212, 213, 214, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 234	23
(B) Requisite Skills. Development of evaluation forms.	210, 212, 213, 214, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229	23
5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.	229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241	24
(A) Requisite Knowledge. Test validity, reliability, and item analysis.	229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241	24
(B) Requisite Skills. Item analysis techniques	229, 232, 233, 234, 237, 238, 239, 240, 241	24

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6.1 General. For certification at Level III, the Fire Instructor II shall meet the job performance requirements defined in Sections <u>6.2</u> through <u>6.5</u> of this standard.		
6.2 Program Management.		
6.2.1 Definition of Duty. The administration of agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports.	30	
6.2.2 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.	12, 13, 14, 15, 16, 17, 30, 32	6
(A) Requisite Knowledge. Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record keeping, and disclosure of information.	12, 13, 14, 15, 16, 17, 30, 32	6
(B) Requisite Skills. Development of forms, report generation.	12, 13, 14, 15, 16, 17, 30, 32	6

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6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.		7
(A) Requisite Knowledge. Agency procedures and training program goals, format for agency policies.		7
(B) Requisite Skills. Technical writing.		7
6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	8
(A) Requisite Knowledge. Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff and agency goals	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	8
(B) Requisite Skills. Evaluation techniques.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	8

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6.2.5 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 24	9
(A) Requisite Knowledge. Evaluation methods, agency policies, staff schedules, and job requirements.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 24	9
(B) Requisite Skills. Evaluation techniques.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 24	9
6.2.6 Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.	23	10
(A) Requisite Knowledge. Equipment purchasing procedures, available department resources and curriculum needs.	23	10
(B) Requisite Skills. Evaluation methods to select the equipment that is most effective and preparation of procurement forms.	23	10

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6.2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.	19, 20, 21, 22	11
(A) Requisite Knowledge. Statistical evaluation procedures and agency goals		11
(B) Requisite Skills Presentation skills and report preparation following agency guidelines. .		11
6.3 Instructional Development.	25	
6.3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curriculum.	19, 20, 21, 22, 26, 27, 28	
6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.	19, 20, 21, 22, 25, 26, 27, 28, 29	14
(A) Requisite Knowledge. Needs analysis, task analysis, development of job performance requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.	19, 20, 21, 22, 25, 26, 27, 28, 29	14

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(B) Requisite Skills. Conducting research, committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.	19, 20, 21, 22, 25, 26, 27, 28, 29	14
6.3.3 Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints.	31	15
(A) Requisite Knowledge. Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.	31	15
(B) Requisite Skills. Technical writing, selecting course reference materials.	31	15
6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.		16

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(A) Requisite Knowledge. Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.		16
(B) Requisite Skills. Technical writing, selecting course reference materials.		16
6.3.5 Write program and course goals, given job performance requirements (<i>JPRs</i>) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.		17
(A) Requisite Knowledge. Components and characteristics of goals, and correlation of (<i>JPRs</i>) to program and course goals.		17
(B) Requisite Skills. Writing goal statements.		17
6.3.6 Write course objectives, given (<i>JPRs</i>), so that objectives are clear, concise, measurable, and reflect specific tasks.		18
(A) Requisite Knowledge. Components of objectives and correlation between (<i>JPRs</i>) and objectives.		18
(B) Requisite Skills. Writing course objectives and correlating them to (<i>JPRs</i>).		18

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6.3.7 Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.		19
(A) Requisite Knowledge. Correlation between course goals, course outline, objectives, (<i>JPRs</i>), instructor lesson plans, and instructional methods.		19
(B) Requisite Skills. None required.		
6.4 Instructional Delivery.		
No (<i>JPRs</i>) at the Instructor III Level.		
6.5 Evaluation and Testing.		
6.5.1 Definition of Duty. Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback		25, 26
6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws	18	25

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(A) Requisite Knowledge. Record-keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.	18	25
(B) Requisite Skills. The evaluation, development, and use of information systems.	18	25
6.5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.		26
(A) Requisite Knowledge. Evaluation techniques, agency constraints, and resources.		26
(B) Requisite Skills. Decision making.		26
6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.		27
(A) Requisite Knowledge. Evaluation methods, agency goals.		27
(B) Requisite Skills. Construction of evaluation instruments.		27

STATE OF INDIANA

JOB PERFORMANCE REQUIREMENT SKILLS EVALUATION SYSTEM

FIRE SERVICE INSTRUCTOR II/III

CANDIDATE: _____

EVALUATOR: _____

DATE: _____ **COURSE NUMBER:** _____

LOCATION: _____

OBJECTIVE: The Job Performance Requirement Skills Evaluation System is divided into Skill Stations based upon subject headings within the certification standard. Each of these Skill Stations is then broken down into Skill Tests drawn from each component of the standard. This is an “Evaluation” and not a “Training Session”. The Candidate must satisfactorily pass each skill.

INSTRUCTORS AND EVALUATORS: Each Skill Test presented within this Skill Packet is based upon Job Performance Requirements identified by The National Fire Protection Agency and approved by the Indiana Board of Firefighting Personnel Standards and Education. Instructor II/III whom, is serving as the Lead Instructor and/or Lead Evaluator are mandated to ensure the Evaluation and Testing Results satisfy the Job Performance Requirement as described by the standard.

CANDIDATES: If the Candidate cannot perform a task, the evaluator will identify that task as a “Recommended Area for Further Training”. Each Candidate shall advise the Evaluator when they have completed each skill station. Candidates will not find out the results of an individual skill station until all evaluations scheduled for that day have been completed. Candidates have the option to retake any skill test at the end of the evaluation session or during a make-up session scheduled by the Instructor.

(NOTICE: An asterisk () following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Appendix A of NFPA 1041, Standard for Fire Service Instructor Professional Qualifications, 2002 Edition.)*

**STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III**

SKILL TEST 1 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.2.2:** Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

5.2.2(A): Prerequisite Knowledge: Department policy, scheduling processes, supervision techniques, and resource management.

TASK: The Candidate will schedule course sessions with competing delivery timelines and finite physical facilities, and staff. Scheduling will be completed according to department policy and shall meet required delivery timelines.

TOOLS/EQUIPMENT: Department Scheduling Policy, Instructional Resources, Instructional Staff, Facilities, and Course Delivery Timeline. Scheduling form or calendar. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Use appropriate scheduling form or calendar.		
2. Follow department policy with regard to scheduling resources.		
3. Avoid conflicting courses, staff, and other resources.		
4. Provide for course delivery according to given timeline.		
5. Make effective use of available resources.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 2 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.2.3:** Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

5.2.3(A): Prerequisite Knowledge: Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

5.2.3(B): Prerequisite Skills: Resource analysis and forms completion.

TASK: Using existing agency training resources, analyze budget needs according to training goals and budget policy. Identify and document those needs.

TOOLS/EQUIPMENT: Agency Budget Forms or Worksheets, Detailed list of currently available resources, Agency Budget Policy, Sources of Instructional Materials and Equipment. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Follow agency budget policy.		
2. Analyze existing resources.		
3. Balance existing resources against training goals.		
4. Identify resources needed to meet training goals.		
5. Properly document resources needed to meet training goals.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 3 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.2.4:** Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

5.2.4(A): Prerequisite Knowledge: Agency policies, purchasing procedures, budget management.

5.2-4(B): Prerequisite Skills: Forms completion.

TASK: The Candidate will assume that budget needs established in **Skill Test 2** of the Program Management Skill Station have been approved by the Authority Having Jurisdiction. The Candidate will demonstrate how to acquire training resources so that delivery is attained within established timelines, budget constraints, and policy.

TOOLS/EQUIPMENT: Purchasing Policies and Procedures, Training Budget, Timeline for Implementation of Budgeted Needs. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Follow agency acquisition/purchasing policy.		
2. Adhere to the established budget.		
3. Meet established timelines for implementation of purchases.		
4. Make purchases that support training goals.		
5. Properly document expenditures and purchases.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 4 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.2.5:** Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

5.2.5(A): Prerequisite Knowledge: Record keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, databases used for record keeping.

5.2.5(B): Prerequisite Skills: Record auditing procedures.

TASK: The Candidate will document training activity according to training policy and record keeping practices. Candidate will utilize proper forms and databases, and ensure all agency requirements, legal requirements, and professional standards for record keeping are followed.

TOOLS/EQUIPMENT: Training rosters or forms. Record keeping policy, forms, databases. Training and agency policy and procedures for training record keeping. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Document training activity.		
2. Utilize appropriate record keeping forms.		
3. Adhere to agency record keeping policy.		
4. Adhere to professional record keeping standards.		
5. Adhere to all legal requirements for record keeping.		
6. Properly utilize applicable record keeping database.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 5 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.2.6:** Evaluate instructor, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

5.2.6(A): Prerequisite Knowledge: Personnel evaluation methods, supervision techniques, department policy, effective instructional methods and techniques.

5.2.6(B): Prerequisite Skills: Coaching, observation techniques, completion of evaluation forms.

TASK: Complete a teaching evaluation on an Instructor. Use evaluation method provided by you Instructor, department policy, and Instructor Job Performance Requirements, so the evaluation reveals strengths and weaknesses, recommends changes in style or communication method, and allows for feedback from the evaluated Instructor to the Evaluator.

TOOLS/EQUIPMENT: Instructor presenting a program to a class of students. Training Policies and Procedures. Paper, Pen/pencil. Computer if available. Classroom or other suitable environment. Evaluation form and agency evaluation methods and requirements.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Observe the teaching presentation of the Instructor being evaluated.		
2. Evaluate in a manner so as not to disrupt the learning environment.		
3. Complete necessary forms or other documents.		
4. Identify strengths and weaknesses of the Instructor.		
5. Make recommendations for changes in Instructional style or method.		
6. Allow for feedback from the Instructor being evaluated.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 6 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.2:** Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

6.2.2(A): Prerequisite Knowledge: Agency policy, record keeping systems, professional standards addressing training records, legal requirements affecting record keeping, and disclosure of information.

6.2.2(B): Prerequisite Skills: Development of forms, report generation.

TASK: Maintain a training record system, given agency policies and type of training activity. Document information so that it is easily accessed, meets all agency and legal requirements, and keeps a concise record of training activities.

TOOLS/EQUIPMENT: Individual training activities to be included as part of the training record system. Training record database or file. Recordkeeping policy and procedures. Training Policies and Procedures. Paper, Pen/pencil. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Administer or maintain a training record system.		
2. Document and record all training activity with the system.		
3. Adhere to agency and legal requirements.		
4. Maintain records in an easily accessible manner.		
5. Maintain concise records.		
6. Use or create proper forms and reports.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 7 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.3:** Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

6.2.3(A): Prerequisite Knowledge: Agency procedures and training program goals, format for agency policies.

6.2.3(B): Prerequisite Skills: Technical writing.

TASK: Make policy recommendations designed to promote the agency's training program. Use existing agency policies and procedures. Make policy recommendations that coincide with agency policy and training goals.

TOOLS/EQUIPMENT: Agency Policies and Procedures. Training Program Goals. Agency Policy Format. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Make recommendations for policies to support training program.		
2. Achieve agency and training goals with written recommendations.		
3. Promote established training goals.		
4. Make recommendations in proper format.		
5. Use an appropriate technical writing style.		
6. Adhere to agency policies and procedures.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 8 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.4:** Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.

6.2.4(A): Prerequisite Knowledge: Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff and agency goals.

6.2.4(B): Prerequisite Skills: Evaluation techniques.

TASK: Using instructional requirements, staff capabilities, and agency policy, choose instructional staff to teach various courses so that this selection achieves instructional goals.

TOOLS/EQUIPMENT: Staff Selection Policy, Instructional requirements, staff capabilities and qualifications. Course(s) to be taught be selected instructional staff. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Review and consider capabilities of instructional staff.		
2. Review and consider qualifications of instructional staff.		
3. Consider what capabilities are required to teach given course(s).		
4. Choose appropriate instructional staff.		
5. Adhere to agency policies.		
6. Meet agency and instructional goals.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 9 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.5:** Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

6.2.5(A): Prerequisite Knowledge: Evaluation methods, agency policies, staff schedules, and job requirements.

TASK: Develop a performance based Instructor Evaluation plan using established job performance requirements and agency evaluation policy and procedures.

TOOLS/EQUIPMENT: Agency Job Performance Requirements. Evaluation Policy and Procedures. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Construct an Instructor Evaluation Plan.		
2. Develop a plan that is based upon Instructor performance.		
3. Use Job Performance Requirements to evaluate performance.		
4. Adhere to agency policy and procedure.		
5. Create a plan that includes evaluations at regular intervals.		
6. Use appropriate evaluation methods in the plan.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 10 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.6:** Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

6.2.6(A): Prerequisite Knowledge: Equipment purchasing procedures, available department resources and curriculum needs.

6.2.6(B): Prerequisite Skills: Evaluation methods to select the equipment that is most effective and preparation of procurement forms.

TASK: Write specifications for equipment purchasing. Use curriculum, training goals, and agency guidelines. Purchase equipment that is appropriate and supports established curriculum.

TOOLS/EQUIPMENT: Equipment procurement forms, Necessary curriculum, Agency purchasing guidelines. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Write equipment procurement specifications.		
2. Adhere to agency policy and purchasing guidelines.		
3. Write equipment procurement specifications that support curriculum.		
4. Purchase equipment that complies with agency and training goals.		
5. Use appropriate evaluation techniques and procurement forms.		
6. Consider existing department resources and curriculum needs.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(PROGRAM MANAGEMENT)

FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 11 of 11

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.2.7:** Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that the recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

6.2.7(A): Prerequisite Knowledge: Statistical evaluation procedures and agency goals.

6.2.7(B): Prerequisite Skills: Presentation skills and report preparation following agency guidelines.

TASK: Using data summaries and a known target audience, evaluate a teaching program and present findings, conclusion, and recommendations in a report to the agency administrator. Presentation shall be supported by data, shall not be biased, and shall reflect agency goals, policies, and procedures.

TOOLS/EQUIPMENT: Data summaries, target audience. Formal reports format. Agency policies and procedures. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Thoroughly evaluate the specified program.		
2. Use data summaries and target audience in evaluating program.		
3. Present findings, etc., in a report to the agency administrator.		
4. Adhere to statistical evaluation procedures.		
5. Adhere to training goals and agency policy and procedures.		
6. Present unbiased recommendations supported by data.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

**STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III**

SKILL TEST 1 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.3.2:** Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.2(A): Prerequisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

5.3.2(B): Prerequisite Skills: Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

TASK: Given topic and target audience, create a lesson plan using standard format so the JPRs for the topic are met. Lesson plan shall include learning objectives, lesson outline, course materials, instructional aids, and an evaluation plan.

TOOLS/EQUIPMENT: Topic, Target Audience. Pen/pencil and paper. Computer, if applicable.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Create a lesson plan.		
2. Meet requirements for topic and target audience.		
3. Include learning objectives, lesson outline, and course materials.		
4. Include instructional aids and evaluation plan.		
5. Utilize standard lesson plan format.		
6. Use job performance requirements to develop behavior objectives.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 2 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.3.3:** Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.3(A): Prerequisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

5.3.3(B): Prerequisite Skills: Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

TASK: Given topic and target audience, modify an existing lesson plan using standard format so the JPRs for the topic are met. Lesson plan shall include learning objectives, lesson outline, course materials, instructional aids, and an evaluation plan.

TOOLS/EQUIPMENT: Topic, Target Audience. Pen/pencil and paper. Computer, if applicable.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Modify an existing lesson plan.		
2. Meet requirements for topic and target audience.		
3. Include learning objectives, lesson outline, and course materials.		
4. Include instructional aids and evaluation plan.		
5. Utilize appropriate lesson plan format.		
6. Use job performance requirements to develop behavior objectives.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 3 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.2:** Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

6.3.2(A): Prerequisite Knowledge: Needs analysis, task analysis, development of job performance requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

6.3.2(B): Prerequisite Skills: Conducting research, committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

TASK: Conduct a training need analysis for your agency. Use agency goals and policies to determine instructional needs.

TOOLS/EQUIPMENT: Agency goals. Agency policy and procedures. Agency needs analysis results. Pen/pencil and paper. Computer, if applicable.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Conduct a training needs analysis for the agency.		
2. Consider agency goals and policies in creating the needs analysis.		
3. Consider job performance requirements of the agency.		
4. Review existing instructional aids, media, and curriculum.		
5. Consider characteristics of adult learners		
6. Clearly identify instructional/training needs of the agency.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 4 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.3:** Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints.

6.3.3(A): Prerequisite Knowledge: Instructional design, adult learning principles, principles of performance based education, research, and fire service terminology.

6.3.3(B): Prerequisite Skills: Technical writing, selecting course reference materials.

TASK: Using previously defined agency training needs analysis, design program or curriculum that fulfills agency goals, provides knowledge and skills that are job related, is performance based, uses adult learning principles, and meets time and budget constraints.

TOOLS/EQUIPMENT: Agency goals. Agency policy and procedures. Agency needs analysis results. Pen/pencil and paper. Computer, if applicable.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Design a program or curriculum for the agency.		
2. Utilize agency training needs analysis in development of program.		
3. Design a program or curriculum that serves agency goals.		
4. Develop a program that teaches job-related knowledge and skills.		
5. Design is performance based and uses adult learning principles.		
6. Design a program that meets time and budget constraints.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 5 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.4:** Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.

6.3.4(A): Prerequisite Knowledge: Instructional design, adult learning principles, principles of performance based education, research, and fire service terminology.

6.3.4(B): Prerequisite Skills: Technical writing, selecting course reference materials.

TASK: Modify an existing curriculum so that curriculum meets requirements of the agency and learning objectives are achieved.

TOOLS/EQUIPMENT: Agency goals. Agency policy and procedures. Instructional resources and agency training requirements. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Modify an existing curriculum.		
2. Ensure agency requirements are met by the modified curriculum.		
3. Ensure learning objectives are achieved.		
4. Utilize existing instructional resources.		
5. Ensure curriculum is appropriate for target audience.		
6. Ensure curriculum is performance based.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 6 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.5:** Write program and course goals, given job performance requirements (JPRs) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.

6.3.5(A): Prerequisite Knowledge: Components and characteristics of goals, and correlation of JPRs to program and course goals.

6.3.5(B): Prerequisite Skills: Writing goal statements.

TASK: Use Job Performance Requirements (JPRs) to write program/course goal statements. Goals must be clear, concise, measurable, and adhere to agency goals.

TOOLS/EQUIPMENT: Job Performance Requirements. Needs analysis report. Agency Goals. Instructional resources and agency training requirements. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Write program/course goal statements.		
2. Utilize Job Performance Requirements in writing goals.		
3. Adhere to Agency goals.		
4. Write clear and concise goal statements.		
5. Write measurable goal statements.		
6. Use needs analysis information in creating goals.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 7 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.6:** Write course objectives, given JPRs, so that the goals are clear, concise, measurable, and reflect specific tasks.

6.3.6(A): Prerequisite Knowledge: Components of objectives and correlation between JPRs and objectives.

6.3.6(B): Prerequisite Skills: Writing course objectives and correlating them to JPRs.

TASK: Use Job Performance Requirements (JPRs) to write course objectives. Objectives must be clear, concise, measurable, and reflect specific tasks.

TOOLS/EQUIPMENT: Job Performance Requirements. Instructional resources and agency training requirements. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Write course objectives.		
2. Use job performance requirements in developing course objectives.		
3. Write objectives that are clear and concise.		
4. Write objectives that are measurable.		
5. Write objectives that reflect specific tasks.		
6. Correlate job performance requirements with course objectives.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DEVELOPMENT)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 8 of 8

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.3.7:** Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.

6.3.7(A): Prerequisite Knowledge: Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods.

TASK: Create a course content outline using course objectives, reference sources, agency structure and functional groupings, to create an outline that supports agency structure and adheres to current acceptable practices.

TOOLS/EQUIPMENT: Course Objectives. Reference Sources. Agency Structure and Functional Groupings. Instructional resources and agency training requirements. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS		FAIL	
1. Construct a course content outline.				
2. Develop outline based upon course objectives.				
3. Utilize appropriate reference sources.				
4. Create outline that supports functional groupings, agency structure.				
5. Correlate course objectives with lesson plans.				
6. Utilize effective lesson plans and instructional methods.				

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DELIVERY)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 1 of 2

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.4.2:** Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

5.4.2(A): Prerequisite Knowledge: Use and limitations of teaching methods and techniques.

5.4.2(B): Prerequisite Skills: Transition between different teaching methods, conference, and discussion leadership.

TASK: Teach a class using a lesson plan prepared by the candidate. Use multiple teaching methods and techniques. Teach to given topic and target audience and meet lesson objectives.

TOOLS/EQUIPMENT: Lesson plan prepared by the candidate. Target audience. Instructional aids. Classroom or other suitable environment.

ATTAINMENT STANDARD: Candidate will accomplish all components of the objective within a 15-20 minute time frame.

DID THE CANDIDATE:	PASS		FAIL	
1. Teach from lesson plan prepared by candidate.				
2. Use multiple teaching methods.				
3. Match lesson plan to topic.				
4. Synchronize lesson plan to target audience.				
5. Achieve lesson objectives.				
6. Use appropriate teaching methods, techniques, and instructional aids.				

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(INSTRUCTIONAL DELIVERY)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 2 of 2

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.4.3***: Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

5.4.3(A): Prerequisite Knowledge: Safety rules, regulations and practices, the incident command system used by the agency, and leadership techniques.

5.4.3(B): Prerequisite Skills: ICS implementation.

TASK: Supervise an increased hazard training scenario so that safety standards and practices are followed and instructional goals are met.

TOOLS/EQUIPMENT: Training scenario with increased potential hazard exposure. Students and Instructors to accomplish the training scenario.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Supervise an increased hazard training scenario.		
2. Properly implement the Incident Command System (<i>ICS or IMS</i>).		
3. Adhere to safety standards and practices.		
4. Meet instructional goals.		
5. Provide positive safety control over training scenario.		
6. Respond to safety issues and address them as they occur.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(EVALUATION AND TESTING)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 1 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.5.2**: Develop student evaluation instruments, given learning objectives, audience characteristics, and

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training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.

5.5.2(A): Prerequisite Knowledge: Evaluation methods, development of forms, effective instructional methods, and techniques.

5.5.2(B): Prerequisite Skills: Evaluation item construction and assembly of evaluation instruments.

TASK: Create a student evaluation instrument that determines if the student has achieved the learning objectives. The instrument must evaluate performance in an objective, reliable, and verifiable manner. The instrument must be bias-free to any audience or group.

TOOLS/EQUIPMENT: Learning objectives. Audience characteristics. Training goals. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Create a student evaluation instrument.		
2. Create an instrument that determines if the student has achieved the learning objectives.		
3. Create an instrument that evaluates performance in an objective manner.		
4. Create an instrument that evaluates performance in a reliable manner.		
5. Create an instrument that evaluates performance in a verifiable manner.		
6. Create an instrument that is bias-free to any audience or group.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(EVALUATION AND TESTING)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 2 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.5.3:** Develop a class evaluation instrument, given agency policy and evaluation goals, so that students

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have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

5.5.3(A): Prerequisite Knowledge: Evaluation methods, test validity.

5.5.3(B): Prerequisite Skills: Development of evaluation forms.

TASK: Create a class evaluation instrument that allows students to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

TOOLS/EQUIPMENT: Agency training policy. Agency evaluation goals. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Create a class evaluation instrument.		
2. Develop instrument that allows feedback from students to instructor.		
3. Include opportunity for feedback on instructional methods.		
4. Include opportunity for feedback on communication techniques.		
5. Include opportunity for feedback on learning environment.		
6. Include opportunity for feedback on course content, student materials.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(TESTING AND EVALUATION)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 3 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

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OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 5, **5.5.4:** Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

5.5.4(A): Prerequisite Knowledge: Test validity, reliability, and item analysis.

5.5.4(B): Prerequisite Skills: Item analysis techniques.

TASK: Analyze student evaluation instruments so that validity is determined and necessary changes are accomplished.

TOOLS/EQUIPMENT: Student evaluation instruments. Test data. Learning objectives and agency policies. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS		FAIL	
1. Analyze student evaluation instrument(s).				
2. Conduct analysis using test data.				
3. Conduct analysis using learning objectives.				
4. Conduct analysis using agency policies.				
5. Determine instrument validity or lack thereof.				
6. Make necessary changes to create a valid evaluation instrument.				

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(TESTING AND EVALUATION)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 4 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.5.2:** Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws.

6.5.2(A): Prerequisite Knowledge: Record keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.

6.5.2(B): Prerequisite Skills: The evaluation, development, and use of information systems.

TASK: Develop a record keeping system for the acquisition, storage, and dissemination of evaluation results so that the agency goals are supported and those impacted by the information receive feedback consistent with agency policies and applicable laws.

TOOLS/EQUIPMENT: Agency goals and policies. Federal, state, local laws that apply to acquisition, storage, and dissemination of evaluation results. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Develop a record keeping system for evaluation results.		
2. Develop system that allows for acquisition of evaluation results.		
3. Develop system that provides for storage of evaluation results.		
4. Develop system that provides for dissemination of evaluation results.		
5. Develop system that supports agency goals.		
6. Develop system that complies with applicable laws.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(TESTING AND EVALUATION)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 5 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

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OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.5.3:** Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.

6.5.3(A): Prerequisite Knowledge: Evaluation techniques, agency constraints, and resources.

6.5.3(B): Prerequisite Skills: Decision-making.

TASK: Create a course evaluation plan that measures objectives and adheres to agency policy.

TOOLS/EQUIPMENT: Course objectives. Agency policies. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS		FAIL	
1. Develop a course evaluation plan.				
2. Develop a plan that measures objectives.				
3. Develop a plan that adheres to agency policies.				
4. NA				
5. NA				
6. NA				

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____

STATE OF INDIANA PERFORMANCE EVALUATION
(TESTING AND EVALUATION)
FIRE SERVICE INSTRUCTOR II/III

SKILL TEST 6 of 6

DATE: _____

PERSONNEL CLASSIFICATION: Fire Service Instructor II/III.

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OBJECTIVE: NFPA Standard 1041 (2002 edition), Chapter 6, **6.5.4:** Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

6.5.4(A): Prerequisite Knowledge: Evaluation methods, agency goals.

6.5.4(B): Prerequisite Skills: Construction of evaluation instruments.

TASK: Create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

TOOLS/EQUIPMENT: Agency policies and procedures. Pen/pencil and paper. Computer if available.

ATTAINMENT STANDARD: The Candidate will complete all elements of the assigned task in accordance with departmental SOP's.

DID THE CANDIDATE:	PASS	FAIL
1. Create a program evaluation plan.		
2. Create a plan that evaluates instructors.		
3. Create a plan that evaluates course components.		
4. Create a plan that evaluates facilities.		
5. Create a plan that allows student input for course improvement.		
6. Create a plan that complies with agency policies and procedures.		

RECOMMENDED AREAS FOR FURTHER TRAINING

CANDIDATE: _____

DATE: _____

EVALUATOR: _____

DATE: _____